DOCUMENT RESUME

ED 217 439 CS 206 963

AUTHOR Fedler, Fred; Counts, Tim
TITLE Professors' Satisfaction with Jobs Related to Academic Ranks.
PUB DATE Jul 82
NOTE 38p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Rank (Professional); *Educational Research; Higher Education; *Job Satisfaction; *Journalism Education; *Professors; *Speech Communication; Women Faculty

ABSTRACT

In an investigation of factors that satisfy faculty members in the fields of journalism and mass communication, questionnaires were completed by more than 300 professors, assistant professors, and associate professors throughout the United States. The 60-item questionnaire elicited demographic information, as well as information related to job satisfaction. The results showed that most of the respondents were satisfied with their jobs and were especially satisfied with (1) the freedom they were given to do their work, (2) their relationships with their colleagues and department chairpersons, (3) their teaching loads, and (4) their opportunities for professional growth. They were most dissatisfied with their physical working conditions, salaries, and the financial support provided for their research. Most of the respondents preferred to teach, but said that they must engage in research to obtain tenure and promotions. Many complained that tenure and promotions at their institutions were not administered fairly. Differences in the job satisfaction of men and women faculty members were minor. However, faculty members with tenure were more satisfied with their jobs than were nontenured faculty. Senior faculty members received significantly more rewards and were more likely to believe that the rewards were distributed fairly. These senior professors also seemed to be more productive than their junior colleagues. (A copy of the questionnaire is appended.) (FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED217439

Professors' Satisfaction With Jobs Related To Academic Ranks

By Fred Fedler and Tim Counts*

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Fred Fedler
Tim Counts

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Presented to the Mass Communication and Society Division, Association for Education in Journalism, annual convention in Athens, Ohio, July 1982.

*Fedler is a professor at the University of Central Florida, and Counts is an assistant professor at the University of South Florida.

The authors wish to thank Michael Ryan of the University of West Virginia for his helpful advice and Denis Vogel of the University of South Florida for his assistance in the computer analysis. They also wish to thank the American Society of Journalism School Administrators (Ken Atkin, president), and the Department of Mass Communications at the University of South Florida (E. L. Sasser, chairman), for their financial assistance.

CS206963

Professors' Satisfaction With Jobs

Related To Academic Ranks

Researchers in the fields of business and psychology often study the factors likely to increase workers' satisfaction with their jobs. Researchers also have compared the satisfaction of workers in different occupations: nurses, secretaries, engineers, policemen, and salesmen, for example.

Other researchers have studied journalists' satisfaction with their jobs and the reasons journalists give for quitting their jobs. However, few of the researchers have examined their own jobs. This study will attempt to fill that gap by examining the factors that satisfy faculty members in the fields of journalism and mass communications.

The issue is obviously an important one. Faculty members who are satisfied with their jobs may be more productive than dissatisfied colleagues and more likely to retain their present jobs. Faculty members satisfied with their jobs also may be more likely to develop harmonious relationships with their students, colleagues, and administrators.

Previous research provides numerous clues that may be applicable to the fields of journalism and mass communications. Typically, Weaver examined the attitudes of 7,709 workers from 1972 to 1978 and found that their satisfaction with their jobs was positively associated with their ages, educations, incomes, and occupations.[1] Weaver also found that there are no significant differences between the job satisfaction of men and women, but that "job satisfaction among blacks is considerably lower than among whites."[2]

Weaver compared his findings with evidence gathered from 1958 to 1973 and found a consistent body of knowledge that remained stable over time. Earlier studies also found that workers are most satisfied with jobs that require a high level of education and skills, and that provide status, variety, autonomy, and high salaries.[3]

Herzberg, a major pioneer in the field, developed the motivation-hygiene theory of job satisfaction. Herzberg concluded that job satisfaction and dissatisfaction are not opposites, but that some factors contribute to workers' satisfaction with their jobs, and that other factors contribute to their dissatisfaction.

Herzberg explained that job satisfaction is determined by feelings workers have for the content of their jobs: for feelings of achievement, recognition, interest, responsibility, advancement, and growth. Herzberg said job dissatisfaction is determined by feelings workers have for extrinsic factors involving the context of their jobs: for company policies, working conditions, supervision, co-workers, salaries, status, and security.

Herzberg reported that negative counterparts of the intrinsic factors (a lack of achievement or recognition, for example) are not likely to be dissatisfying, and that positive counterparts of the extrinsic factors are not likely to be satisfying even when they are unusually good.[4]

Contrary to Herzberg's theory, Dunnett, Campbell, and Hakel found that four factors can be both satisfying and dissatisfying: achievement, responsibility, recognition, and supervision/human relations. Dunnett, Campbell, and Hakel explained: "...our respondents tended often to attach high achievement, responsibility, praise, and understanding supervisors to satisfying job circumstances. However, they also tended often to attach failure, low responsibility, lack of recognition, and 'inhuman' supervisors to dissatisfying job circumstances."[5]

Dunnett, Campbell, and Hakel also found that some factors are more important than others. They concluded that, "Certain job dimensions--notably Achievement, Recognition, and Responsibility--seem uniformly to be more important for both satisfying and dissatisfying job events, and that certain job dimensions--notably Salary, Working Conditions, Company Policies and Practices, and Security--are relatively less important."[6]

Glenn, Taylor, and Weaver found "beyond reasonable doubt" that older men and women are more satisfied than younger co-workers with their jobs.[7] They speculated that, "Job satisfaction might tend to increase as workers grow older because the extrinsic rewards of work--including income, occupation, prestige, authority, and autonomy on the job--increase for many, although not all workers."[8]

Other studies found that dissatisfied workers are more likely to quit their jobs.[9] Hulin also found that a company was able to reduce its annual turnover rate from 30% to 12% by learning why its employees were dissatisfied, and then by changing its pay and promotion policies--the major sources of their dissatisfaction.[10]

Other researchers have focused more specifically upon the attitudes of professionals in the field of journalism.

Shaver applied Herzberg's theory to the field of journalism and found that the graduates of seven universities generally were most satisfied with the factors predicted by that theory. The factors that satisfied journalism graduates, listed in the order of their importance, included: opportunities for acquiring new professional skills and stature; varied, creative, challenging assignments; praise and compliments for their work; success; responsibility and autonomy; and good relationships with their peers.

The graduates' major complaints, again listed in the order of their importance, included: poor salaries and raises; limited opportunities for advancement; routine,

stultifying, unchallenging work; insufficient opportunities for acquiring new professional skills and stature; poorly organized companies with unclear lines of authority; and poor lines of communication.[11]

Wilson found that the Canadian newsmen who quit their jobs were most likely to complain about their salaries, opportunities for advancement, working conditions, lack of personal satisfaction, personalities, dislike of their work, dissatisfaction with their superiors, and company meddling with the news.[12] Similarly, McNeil found that the Washington correspondents who quit their jobs were most likely to mention low salaries and the fact that their new jobs are more satisfying.[13]

Despite some contradictions, the research provides a long list of variables likely to affect workers' satisfaction with their jobs. This study will apply those variables to college professors in the fields of journalism and mass communications. Additional variables more specifically related to the fields of journalism and mass communications were suggested by colleagues and by the authors' personal experiences.

Methodology

The authors mailed questionnaires to a random sample of 200 assistant professors, 200 associate professors, and 200 professors listed in the January 1981 edition of Journalism Educator. That edition of Journalism Educator lists all the U.S. schools and departments that offer undergraduate and/or graduate programs in the fields of journalism and mass communications.

The edition lists the names of faculty members at schools and departments affiliated with the American Association of Schools and Departments of Journalism (AASDJ) and/or the American Society of Journalism School Administrators (ASJSA). Both organizations are co-founding affiliates of the Association for Education in Journalism (AEJ).

About 31% of the 1,920 assistant professors, associate professors, and professors listed in Journalism Educator were included in this survey. Faculty members with other academic ranks--instructors and adjuncts, for example--were excluded. The authors also excluded the faculty members at their own institutions: the University of South Florida and the University of Central Florida. Because of its unique characteristics, they also excluded faculty members at the U.S. Defense Information School.

The questionnaire contained 60 questions. Twenty-six questions in one section asked for the respondents' age, sex, race, salary, current academic rank, and highest earned degree. The questions also asked about other variables that might affect faculty members' satisfaction with their jobs: the number of classes they teach during a typical term, the number of years they spent working as professionals and as teachers, the number of years that have passed since their last promotion, the amount of time they devote to research and administrative duties, their involvement in professional organizations, their career goals, and their publication records.

Another section asked respondents to use a five-point scale to describe their satisfaction with 20 variables associated with their jobs. The variables included their salaries, students, colleagues, chairmen, teaching loads, physical working conditions, and requirements for tenure and promotions. The five-point scale included the statements: "Very Satisfied," "Moderately Satisfied," "Neutral," "Moderately Dissatisfied," and "Very Dissatisfied." Respondents also were given the option of answering "Not Applicable."

The third section asked respondents to describe their agreement with 14 statements about their jobs. The statements concerned the assignment of challenging responsibilities; feelings of achievement they derive from their teaching, research, and service; the recognition of their achievements; the equitable distribution of

salaries, promotions, and merit increases; and the relative importance of teaching and research for persons seeking tenure and promotions at their institutions.

A five-point scale used to respond to the statements in Section III included the statements: "Strongly Agree," "Agree," "Neutral," "Disagree," and "Strongly Disagree." Respondents also were given the option of answering "Not Applicable." (A copy of the entire questionnaire appears in Appendix A).

To encourage a high response rate, a cover letter stressed the fact that the study was being conducted in cooperation with the American Society of Journalism School Administrators and with the Teaching Committee of the Mass Communication and Society Division of AEJ. Also to encourage a high response rate, all the respondents were assured of their complete anonymity.

Because of some time limitations, and because it was impossible to determine which faculty members responded to the survey, the authors were unable to mail followup questionnaires to those who did not respond.

The authors did not formulate any hypotheses because the previous research did not suggest any uniquely applicable to faculty members in the specialized fields of journalism and mass communications. Instead, the findings reported in the following sections of this article are descriptive.

Results and Discussion

A total of 316 faculty members responded to the survey: 99 assistant professors, 110 associate professors, 106 professors, and one person holding a rank ineligible for inclusion in the analysis.

Most of the respondents are white males. Only 35--11.1%--are women, and only 10--3.1%--are members of a minority group. The minorities include 6 blacks, 2 American Indians, and 2 persons who checked an "other" category. Because so few

blacks are in the field, it is impossible to make any meaningful comparisons or to compute any tests of significance for the variable of race.

The women hold significantly lower ranks than their male counterparts: 62.9% of the women are assistant professors, compared to 27.5% of the men; 31.4% of the women are associate professors, compared to 35.4% of the men; and 5.7% of the women are professors, compared to 37.1% of the men ($X^2 = 21.64$, df = 2, $p < .0001$). Of the 35 women, only 2 are professors.

The respondents' ages range from 26 to 70. The mean is 48. Twenty-nine percent of the respondents are 55 or older, suggesting that faculty members in the fields of journalism and mass communications tend to be old, and that dozens of jobs are likely to become available due to retirements during the next decade. The retirements also may open more senior positions for younger faculty members.

Fifty-one percent of the respondents said their highest earned degree is a Ph.D. By comparison, 5.4% hold a B.A., and 36.7% hold an M.A. About 7% hold some other degree, often a J.D. or Ed.D.

Faculty members with the highest earned degrees also hold the highest ranks. Forty-four percent of the M.A.s are assistant professors, compared to 19.9% of the Ph.D.s; 32.2% of the M.A.s are associate professors, compared to 38.5% of the Ph.D.s; and 24.3% of the M.A.s are professors, compared to 41.6% of the Ph.D.s ($X^2 = 20.26$, df = 4, $p < .0004$). Fifty-four percent of the respondents have received a promotion within the last five years, but some report that 15 to 20 years have passed since their last promotion.

Most respondents teach 2 or 3 classes a term. Seven percent teach only one class; however, 33.9% teach 2 classes, and 42.9% teach 3 classes. Thirteen percent teach 4 classes, and 3% teach 5 or more classes. The mean is 2.8.

Virtually all the respondents--94.3%--have some professional media experience. Seventeen percent have 1 to 4 years of experience, 40.9% have 5 to 10 years of

experience, and 38.0% have 11 or more years of experience. The mean is 12.5 years. The respondents have even more experience as college teachers: a mean of 14.6 years.

Most faculty members seem to accept a teaching job, and then to retain that job for their entire academic careers. Only 19.3% of the respondents have worked at their current institutions 1 to 3 years. Twenty-one percent have worked there 4 to 7 years, 16.8% have worked there 8 to 11 years, and 42.0% have worked there 12 or more years. The mean is 12 years.

The average faculty member reported that he works 51.5 hours a week. Only 7.4% reported that they work fewer than 40 hours a week, and some of those respondents seem to be part-timers. Conversely, 26.8% work 60 or more hours a week.

Eighty-six percent are assigned some administrative duties. However, 31.6% said they devote no more than 10% of their time to those duties. Only 19.6% devote more than 40% of their time to administrative duties. The mean is 21.8%.

Fifty-five percent of the respondents also reported that they devote 10% or less of their time to research. Only 11% devote more than 30% of their time to research. The mean is 15.4%.

The respondents belong to an average of 4.3 professional organizations. However, 55.7% do not serve as an officer in any of the organizations. Twenty-eight percent serve as an officer in 1 organization, and 14.9% serve as an officer in two or more organizations.

The respondents also were asked to list the number of articles they have published during the last five years, and to list the number of articles that they have published in national refereed journals, such as Journalism Quarterly. The mean is 12.8, but that number is inflated by the answers of a few faculty members who said they published several hundred articles. For example: an

associate professor said he wrote "500 to 600 news stories, columns, reviews." The median, a more accurate reflection of the average faculty member's productivity, is 3.4. The mode is zero.

Twenty-two percent of the respondents said they have not published any articles during the last five years. Seventeen percent have published 1 or 2 articles, 19.0% have published 3 or 4 articles, 20.0% have published 5 to 9 articles, and 21% have published 10 or more.

The number of articles published in national refereed journals is dramatically lower. A majority of the respondents--54.2%--said they have not published any articles in national refereed journals during the last five years. Thirteen percent have published 1 article in a national refereed journal, 8.0% have published 2 articles, 7.3% have published 3 articles, 3.8% have published 4 articles, and 2.5% have published 5 articles. Eleven percent published 6 or more. The individual high is 35, but the median is less than one. The mean is 2.6.

Sixty-one percent of the respondents listed teaching as their primary career goal, 8.9% listed administration, and 8.6% listed research. Thirteen percent listed a combination of teaching and research, but only 1.9% listed a combination of teaching and administration. Eighteen faculty members--5.7%--listed other goals, usually consulting, retirement, or jobs in private industry.

An overwhelming majority of the respondents--94.1%--said university professors should be given merit increases for outstanding work, and 76.1% said their institutions award merit increases. However, only 34.6% have received merit increases for the last five consecutive years. The mean is 2.9.

Finally, 7.3% of the respondents said they earn less than $19,999 for 9 months. Sixty-two percent earn $20,000 to $29,999, and 25.5% earn $30,000 to $39,999. Only 4.7% earn more than $40,000. Curiously, the respondents were more willing to report their salaries than their ages.

The faculty members who earn the highest salaries tend to hold the highest academic ranks, to have more years of professional experience, to publish more articles in refereed journals, and to devote larger percentages of their time to administrative duties.

Excluding the faculty members who did not answer the following questions, or who marked them "Not Applicable," 84% of the respondents said they are "very" or "moderately" satisfied with their jobs, and 88% said they are very or moderately satisfied with their lives, apart from work. Only 12% are dissatisfied with their jobs, and only 6.6% are dissatisfied with their lives.

Five items associated with their jobs are especially satisfying: the freedom faculty members are given to do their work, their relationship with their colleagues, their relationship with their chairmen, their teaching loads, and their opportunities for professional growth. Ninety-four percent of the respondents said they are very or moderately satisfied with their freedom, 77.6% are satisfied with their relationship with their colleagues, 74.7% are satisfied with their relationship with their chairmen, 68.8% are satisfied with their teaching loads, and 68.9% are satisfied with their opportunities for professional growth and development.

Sixty-six percent of the respondents also are satisfied with the support their departments provide for their teaching; however, only 42.2% are satisfied with the support their departments provide for their research.

Four other items seemed to be especially dissatisfying. Thirty percent of the respondents said they are dissatisfied with their physical working conditions, 34.9% are dissatisfied with their salaries, 35.2% are dissatisfied with the support their universities provide for their teaching, and 40.9% are dissatisfied with the support their universities provide for their research.

The results consistently showed that faculty members are more satisfied with their departments than with their colleges or universities. For example: 55.5%

of the respondents said they are satisfied with their departments' annual evaluation of their work, but only 45.4% are satisfied with their colleges' annual evaluation of their work, and only 43.3% are satisfied with their universities' annual evaluation of their work (See Table I).

None of the variables correlate very strongly with the respondents' overall satisfaction with their jobs. However, some of the variables correlate with each other. For example: the faculty members who earn the highest salaries are significantly more satisfied with their salaries--but not with their jobs. Similarly, the faculty members with the lightest teaching loads are significantly more satisfied with their teaching loads--but not with their jobs.

Other responses to the statements in Section III reveal that 79.2% of the faculty members agree that they are assigned challenging responsibilities. However, they derive greater feelings of achievement from their teaching than from their research or service. Eighty-five percent of the respondents said they "have a real feeling of achievement from my teaching." By comparison, 71.4% said they derive feelings of achievement from their service, and only 58.2%--about half--said they derive feelings of achievement from their research. Sixteen percent considered the statement about research inapplicable, apparently because they conduct no research.

Contrary to their personal preferences, the respondents said they are more likely to be awarded tenure and promotions because of their achievements in the field of research than because of their achievements as teachers. Seventy-five percent of the respondents agree that tenure at their institutions is related to research, but only 52.6% agree that tenure also is related to teaching. Similarly, 76.5% of the respondents agree that promotions at their institutions are related to research, but only 52.6% agree that promotions also are related to teaching.

Several of the respondents who recognized those trends vehemently objected to them. For example: a respondent who strongly disagreed with the statement that tenure is related to teaching at his institution commented, "But that's not how it should be."

A majority of the respondents--67.4%--said they are satisfied with their institutions' requirements for tenure, and 64.4% said they are satisfied with their institutions' requirements for promotion. However, many of the respondents complained that the requirements are not administered fairly. Only 52.4% of the respondents agree with the statement that promotions at their institutions are awarded fairly, and only 48.7% agree that "salaries and other benefits here are distributed fairly." An even smaller number--41.5%--agree that merit increases are awarded "in a fair and equitable manner" (See Table II).

Which groups of faculty members are most satisfied with their jobs? Because of the small number of respondents in some cells, it was impossible to calculate tests of significance for every variable. Nevertheless, faculty members with many years of professional experience tend to be more satisfied than their less experienced colleagues. Faculty members who teach the fewest classes and who earn the highest salaries also tend to be more satisfied with their jobs. For example: 100% of the faculty members who earn more than $40,000 said they are very or moderately satisfied with their jobs, compared to 75% of the faculty members who earn less than $20,000. However, the differences are not large enough to be statistically significant.

Faculty members satisfied with their lives, apart from work, also are more satisfied with their jobs.

Differences in the satisfaction of men and women seem to be minor. Forty-six percent of the women said they are "very satisfied" with their jobs, compared to 39.1% of the men. However, a larger percentage of the men than women said they

are "moderately satisfied" with their jobs. So overall, a total of 84.3% of the men and 77.1% of the women are very or moderately satisfied with their jobs.

Men also are slightly more satisfied with their institutions' requirements for tenure and promotions. Sixty-eight percent of the men are satisfied with their tenure requirements, compared to 61.7% of the women. Similarly, 65.6% of the men are satisfied with their promotion requirements, compared to 53.1% of the women. None of the women, but 21% of the men, are "very satisfied" with their promotion requirements.

At first glance, the respondents' answers to another question may puzzle some readers. Seventeen respondents said their highest earned degree is a B.A., and all 17--100%--said they are satisfied with their jobs. By comparison, 82.8% of the respondents with an M.A. and 81.4% of the respondents with a Ph.D. are satisfied with their jobs. But even more dramatically, 76.5% of the B.A.s are "very satisfied" with their jobs, compared to only 38.8% of the M.A.s and 38.5% of the Ph.D.s.

Logically, observers might expect the Ph.D.s to be more satisfied than the M.A.s, and the M.A.s to be more satisfied than the B.A.s. However, the B.A.s are more likely to be distinguished professionals with a great many years of practical experience. Because of their ages and distinguished backgrounds, the B.A.s may be hired as associate or full professors and may be exempt from the normal pressues to earn higher degrees, publish scholarly articles, and strive for tenure and promotions. Some M.A.s also have had long and distinguished professional careers.

Sixty-nine percent of the B.A.s also are satisfied with their institutions' requirements for tenure, compared to 72.6% of the M.A.s and 66.7% of the Ph.D.s. Eighty percent of the B.A.s are satisfied with their institutions' requirements for promotions, compared to 61.9% of the M.A.s and 66.0% of the Ph.D.s.

Another variable--tenure--seems to have a greater effect upon the faculty members' attitudes. Seventy-one percent of the respondents have tenure, and 85.7% of them are satisfied with their jobs, compared to 77.7% of the persons without tenure. Seventy-seven percent of the faculty members with tenure also are satisfied with their institutions' tenure requirements, compared to only 43.1% of the nontenured faculty members ($X^2 = 36.96$, df = 4, $p < .0001$). Similarly, 71.4% of the tenured faculty members are satisfied with their institutions' promotion requirements, compared to only 45.3% of the nontenured faculty members ($X^2 = 30.16$, df = 4, $p < .0001$).

The respondents' satisfaction with their jobs seems to be unrelated to their primary career goals (teaching, research, or administration). At least 84% of the respondents pursuing each of the three career goals said they are satisfied with their jobs. However, faculty members whose primary goal is research are more satisfied with their institutions' requirements for tenure and promotions, apparently because of their institutions' emphasis upon research.

Eighty-eight percent of the faculty members interested in research said they are satisfied with their tenure requirements, compared to 63.1% of the faculty members interested in teaching. Similarly, 87.5% of the faculty members interested in research are satisfied with their promotion requirements, compared to 59% of the faculty members interested in teaching.

The respondents' satisfaction with their jobs is not associated with the amount of time they devote to administrative duties, the number of classes they teach, the number of years that have passed since their last promotion, or their teaching specialty (writing and editing, history, law, or photography, for example). The respondents' job satisfaction also is unrelated to the number of years they have taught. Thus, there is no evidence of "burnout"--the popular notion that workers become tired, bored, or discontent with jobs they have held for many years.

The faculty members' characteristics and attitudes toward several other variables seem related to their academic ranks (See Tables III and IV).

Senior faculty members have significantly more professional experience than their junior-ranking colleagues ($X^2 = 19.77$, df = 10, $p < .03$). Senior faculty members also have worked at their present institutions for significantly longer periods of time and are significantly more likely to have tenure. Seventy-three percent of the faculty members without tenure are assistant professors.

As expected, senior faculty members also are more satisfied with their jobs. Forty-seven percent of the professors said they are very satisfied with their jobs, compared to 40% of the associate professors and to only 32.3% of the assistant professors.

Other data show that senior faculty members receive more rewards--higher salaries, more promotions, more merit increases, and lighter teaching loads, for example. They also are much more likely to believe that the rewards are distributed fairly.

Seventy percent of the professors said they are very or moderately satisfied with their salaries, compared to 52.8% of the associate professors, and to only 41.8% of the assistant professors ($X^2 = 32.31$, df = 8, $p < .0001$). Moreover, 61% of the professors agree that their salaries are distributed fairly, compared to 50.4% of the associate professors and to 33.7% of the lower-paid assistant professors ($X^2 = 19.74$, df = 8, $p < .01$).

Senior faculty members are significantly more likely to receive merit increases ($X^2 = 21.15$, df = 10, $p < .02$), and to believe that their institutions award merit increases in a fair and equitable manner. Forty-eight percent of the professors agree that the merit increases at their institutions are awarded fairly, compared to 49.5% of the associate professors and to only 25.0% of the assistant professors ($X^2 = 17.47$, df = 8, $p < .03$).

Senior faculty members also receive more recognition and support for their work. Forty-nine percent of the professors strongly agree with the statement that their chairmen appreciate and recognize their achievements, compared to 36.9% of the associate professors, and 29.3% of the assistant professors (X^2 = 18.87, df= 8, $p < .02$). Similarly, senior faculty members are more likely to agree that their college and university administrators appreciate and recognize their achievements (X^2 = 31.38, df = 8, $p < .0001$).

Senior faculty members are significantly more satisfied with their teaching loads--but not with the quality of the students enrolled in their classes. The latter finding is surprising, since the senior faculty members at most institutions are assigned upper division and graduate courses which, presumably, attract better and more highly-motivated students.

Not unexpectedly, the senior faculty members are more satisfied with their institutions' requirements for tenure and promotions. Seventy-eight percent of the professors are very or moderately satisfied with their tenure requirements, compared to 71.3% of the associate professors and 52.6% of the assistant professors (X^2 = 30.46, df = 8, $p < .0002$). Senior faculty members also are significantly more likely to believe that promotions are awarded fairly (X^2 = 38.59, df = 8, $p < .0001$).

Faculty members in all three ranks agree that both tenure and promotions are associated with research. However, the senior faculty members are significantly more likely to believe that the persons seeking tenure and promotions also must be good teachers. Sixty-one percent of the professors agree that tenure is related to teaching, compared to 57.9% of the associate professors and to only 38.1% of the assistant professors (X^2 = 17.58, df = 8, $p < .02$).

Senior faculty members are slightly more satisfied with the support their departments provide for their teaching. Similarly, 56.0% of the professors are

satisfied with the support their universities provide for their teaching, compared to 48.6% of the associate professors and to 34.4% of the assistant professors ($X^2 = 20.69$, df = 8, $p < .008$).

However, there are no apparent differences on the issue of research. Instead, faculty members holding all three ranks are critical of the support provided for their research. Thirty-eight percent of the professors, 43.5% of the associate professors, and 41.2% of the assistant professors said they are dissatisfied with "the support their universities provide for their research."

Faculty members in all three ranks work about the same number of hours each week and devote about the same percentages of their time to research. However, associate professors publish the greatest number of articles.

Fifty-four percent of the associate professors published 5 or more articles during the last five years, compared to 38% of the assistant professors and 35.9% of the professors. Only 14.5% of the associate professors reported that they have not published any articles during the last five years, compared to 23.2% of the assistant professors and 26.4% of the professors. The number of articles published in national refereed publications does not vary by rank, however.

The pattern was not unexpected. In 1973, Cole and Bowers reported that, "An inverse relationship existed between professorial ranks and productivity of articles." Cole and Bowers explained that assistant professors published more articles than associate professors, and that associate professors published more articles than professors.[14]

Briefly, other comparisons between assistant professors, associate professors, and professors reveal that:

*Faculty members in the three different ranks are equally satisfied with their lives, apart from work.

*Faculty members in the three different ranks agree that they all enjoy a great deal of freedom and that they all are assigned challenging responsibilities.

*Faculty members in the three different ranks belong to about the same number of professional organizations and serve as officers in the same number of those organizations.

*About two-thirds of the faculty members in all three ranks say their primary goal is teaching, and the faculty members in all three ranks derive their greatest feelings of achievement from teaching.

*Senior faculty members are slightly more satisfied with their departments' physical working conditions and with their opportunities for professional growth and development.

*Senior faculty members are more satisfied with their relationship with their colleagues, and the results approach significance ($X^2 = 14.56$, $df = 8$, $p < .07$).

*Senior faculty members express slightly more interest in administration and slightly less interest in research than their junior colleagues. They also derive slightly more satisfaction from their service activities.

*Senior faculty members are assigned lighter teaching loads. Thirteen percent of the professors teach only 1 class, compared to 5.2% of the assistant professors. Conversely, only 31.1% of the professors teach three classes, compared to 50% of the assistant professors.

Other trends may be of special interest to department chairmen. Sixty-nine percent of the faculty members are satisfied with their relationship with their chairmen, and 59.4% are satisfied with the way their chairmen supervise their departments.

The faculty members' ranks seem unimportant--faculty members in all three ranks generally express satisfaction with their chairmen. Sixty-three percent of the professors, 67.3% of the associate professors, and 58.8% of the assistant professors are satisfied with the way their chairmen supervise their departments.

Faculty members clearly prefer chairmen who are democratic rather than autocratic. Eighty-five percent of the faculty members very or moderately satisfied with their chairmen also said that their chairmen are democratic. Conversely, 50% of the faculty members moderately or very dissatisfied with their chairmen said their chairmen are not democratic.

Eighty-one percent of the faculty members who are very satisfied with their jobs also are very satisfied with their chairmen, compared to 58% of the persons moderately satisfied with their jobs, 40% of those moderately dissatisfied, and 7.7% of those very dissatisfied. Conversely, almost 84.6% of the faculty members who said they are very dissatisfied with their jobs also are dissatisfied with their chairmen.

Faculty members satisfied with their chairmen also tend to be satisfied with several other variables. For example:

*Fifty-one percent of the faculty members very satisfied with their chairmen also are very satisfied with the way in which their work is evaluated by their departments, compared to 17.7% of the faculty members moderately satisfied with their chairmen, 4.8% of those moderately dissatisfied, and 6.4% of those very dissatisfied ($X^2 = 138.74$, df = 16, $p < .0001$).

*Forty-nine percent of the faculty members very satisfied with their chairmen also are very satisfied with their teaching loads, compared to 29.2% of those moderately satisfied with their chairmen, 22.7% of those moderately dissatisfied, and to 9.6% of those very dissatisfied.

*Fifty-seven percent of the faculty members very satisfied with their chairmen are very satisfied with their colleagues, compared to 38.2% of those moderately satisfied, 9% of those moderately dissatisfied, and 12.9% of those very dissatisfied.

*Faculty members satisfied with their chairmen tend to be more satisfied with the freedom they are given to do their work and with the support their universities provide for their teaching and research. They also are more likely to say their chairmen appreciate and recognize their achievements, and that salaries, promotions, merit increases, and other benefits are distributed fairly.

Dozens of the respondents made some additional comments--and 90% of their comments concerned a single issue: merit pay.

The respondents were asked whether their institutions award merit pay, and a faculty member who has taught at the same institution for 28 years replied, "Nobody really knows." Several other respondents also said, "I don't know," and one explained: "I have virtually no idea. Private institution; all is secret."

Other faculty members said their institutions award merit increases--but that they are not certain whether they have received any of those increases. The faculty members explained: "Can't tell," "Hard to know," and "We are not informed directly." Still other faculty members complained that their merit increases are "small," "poor," "token," and "given in name only." One of the respondents added that the increases at his institution "are called merit, but are essentially small annual increases with virtually no discrimination by 'merit.'"

An even greater number of the respondents complained that merit increases are awarded unfairly. They said: "The system is misused by administrators," and that "It does not go for true merit but becomes a political thing." Even a department chairman complained: "University claims merit increases given for outstanding work. In reality, process is political. Merit increases under control of college dean."

Finally, several faculty members expressed dissatisfaction with the continuing conflict between the experienced professionals and the researchers found on

journalism faculties. One respondent asked: "What is research? Do you mean publication, or do you mean searching professional journals for up-to-date material for class use? Or, is it jawboning with professionals and picking their brains on what graduates need in order to win the battle for survival in the outside world? I happen to believe that the latter two are as important as the first of the set." A colleague at another university added, "Obviously, a well-balanced journalism department calls for people with a strong background and performance in the profession and in research. However, the latter continues to carry more clout among administrators than does the former."

A factor analysis was performed to search for associations among the items that could best be used in any future assessment of the job satisfaction of faculty members (See Table V).

The final factor solution is the result of a varimax rotation by SPSS[15] of 59 variables from the job satisfaction questionnaire. Thirty variables loaded on one of nine factors with eigenvalues above 1.0. Twenty-seven of the variables did not load on an acceptable factor, and two variables loaded on two factors and were deleted from the table. One variable, teaching area, was deleted from the analysis. The alpha coefficient for the job satisfaction items is .91. Alpha for the agree items is .84.

Three-hundred-and-sixteen respondents for 59 variables met the minimal 2-to-1 subject-to-variable ratio required for factor analysis.[16] A .40-.30 standard required a variable to load a minimum of .40 on a factor and less than .30 on any other factor.

After rotation, Factor I accounted for 35.3% of the variance and factor II accounted for 12% of the variance. Together, the first two factors accounted for almost half the total variance (47.3%). Factor III accounted for 9.0% of the variance, and the last six factors together accounted for 27% of the variance.

The first two factors are consistent with other job satisfaction studies which show that job supervision and age are important concepts in job satisfaction. Factor I appears to be a "chairman" factor, since four of the variables to load with the factor relate to the chairman. The two remaining variables in the factor, freedom to work and relationship with colleagues, are variables that can involve chairman input.

Factor II appears to be a "seniority" factor. Years-in-service variables load most highly, with age, tenure, and rank loading well above .40.

Factor III is a complex factor with two of its variables also loading on other factors. Nevertheless, it can be labeled a "support" factor; specifically, a support-for-research factor. The three important variables are satisfaction with department support for research, with university support for research, and with opportunities for professional growth. The two complex variables are satisfaction with university support for teaching and with teaching load.

Factor IV is labeled an "evaluation" factor. Satisfaction with the college's evaluation of work and with the university's evaluation of work load heavily. Two additional variables, satisfaction with the department's evaluation of work and agreement that administrators appreciate and recognize achievements, load on Factor IV but are complex and load also on Factor I.

Factor V developed from two agreement variables: feelings of achievement from teaching and from service. A related variable, feelings of achievement from research, also loads on Factor VII with two descriptive variables: time devoted to research and the number of articles published in refereed journals. The negative loading, -.52, is positive to the factor because agreement was scored 1 and 2 on the questionnaire. (Disagreement was scored 4 and 5).

Factor VI is a source-of-advancement factor (teaching), and Factor IX is a second source-of-advancement factor (research).

Factor VIII is a "requirements" factor. Loading on Factor VIII are two satisfaction variables, requirements for promotion and requirements for tenure, and an agreement factor, promotions are awarded fairly; but the agreement variable also loads above .30 on Factors I and III.

The results of the analysis confirm results of previous job satisfaction studies and suggest that faculty members are similar in satisfaction characteristics to employees in different occupations. The importance of the factor to the faculty appears to lie in their relationship with the work supervisor--in this case, the chairman. Similarly, other studies also have found that age and seniority make up a second important area related to satisfaction. All the remaining factors are concepts similar to those that appear in job satisfaction literature.

Together, the nine factors appear to be the most important ones to consider in assessing journalism faculty job satisfaction.

Thus, most faculty members in the fields of journalism and mass communications are satisfied with their jobs and with their lives apart from work. Like the workers in other fields, they are especially satisfied with their autonomy, colleagues, and opportunities for professional growth and development. Conversely, many are dissatisfied with their salaries and working conditions.

Most faculty members recognize the importance of research, especially for tenure and promotions. Nevertheless, a majority devote 10% or less of their time to research and have not published any articles in national refereed journals during the last five years.

Faculty members are satisfied with the support their institutions provide for their teaching but are critical of the support provided for their research. The lack of support provided for research may help explain the fact that so many faculty members--even senior professors--publish so few articles.

Senior faculty members receive many more rewards than their junior colleages: higher salaries, smaller class loads, and so forth. Senior faculty members also are more satisfied with many of the variables associated with their jobs. But despite their privileged positions, they are not more productive. They do not work longer hours. They do not belong to more professional organizations. They do not serve as officers in more organizations. They do not publish more articles.

Professors may be less productive researchers because they devote more time to administrative duties, or because they no longer must strive to meet their institutions' requirements for tenure and promotions. However, one of the respondents offered another explanation. He complained: "Tenure and promotion standards have been changed in recent years, so that some senior full professors on the campus would not be tenured under our new standards. Newer professors of lower rank have to prove greater achievement than applied when these lesser-producers became tenured and reached full."

Most faculty members are satisfied with their requirements for tenure and promotions, but sizable numbers complain that tenure and promotions are not awarded fairly. Few seem to blame their chairmen, however. Faculty members are consistently more critical of their colleges and universities.

Administrators who want to learn more about the satisfaction of the faculty members at their institutions might give them copies of the questionnaire used in this study, then compare the results with these national findings. Administrators who reuse the questionnaire might ask respondents to list the books as well as the articles they have published. They also might specify the types of articles that should be reported.

Summary

The authors mailed questionnaires to a random sample of 200 assistant professors, 200 associate professors, and 200 professors, and 52.6% responded.

The average respondent is a 48-year-old white male who holds a Ph.D., teaches 2 or 3 classes a term, and has 12.5 years of professional experience and 14.6 years of teaching experience. He works 51.5 hours a week, but devotes no more than 10% of his time to research, and published 3.4 articles during the last year. However, few of those articles (perhaps none) appeared in national refereed journals.

Most of the respondents are satisfied with their jobs, and they are especially satisfied with: (1) the freedom they are given to do their work, (2) their relationship with their colleagues and chairmen, (3) their teaching loads, and (4) their opportunities for professional growth. The respondents are most dissatisfied with their physical working conditions, salaries, and the support provided for their research.

Most of the respondents prefer to teach but say they must engage in research to obtain tenure and promotions. Many complain that tenure and promotions at their institutions are not administered fairly.

Differences in the satisfaction of men and women seem to be minor. However, faculty members with tenure are more satisfied with their jobs, and so are senior faculty members. The senior faculty members receive significantly more rewards and are more likely to believe that the rewards are distributed fairly. Nevertheless, they do not seem to be more productive than their junior colleagues.

Table I

Variable	Very Satisfied	Moderately Satisfied	Neutral	Moderately Dissatisfied	Very Dissatisfied	Not Applicable	Total Satisfied
1. Overall freedom	66.3%	27.9%	2.5%	2.9%	0.3%	0.3%	94.3%
2. Life apart from work	43.3%	45.2%	4.8%	6.1%	0.6%	0.0%	88.5%
3. Job	39.9%	43.7%	4.4%	7.9%	4.1%	0.0%	83.5%
4. Relationship with colleagues	37.7%	39.9%	10.9%	8.9%	2.6%	0.3%	77.6%
5. Relationship with chairman	47.9%	26.7%	9.9%	9.2%	6.2%	6.3%	74.7%
6. Teaching load	33.8%	35.0%	12.4%	15.6%	3.2%	0.0%	68.8%
7. Opportunities for growth	29.1%	39.8%	11.7%	13.3%	6.1%	1.3%	68.9%
8. Dept. support for teaching	29.6%	37.0%	13.2%	14.8%	5.5%	1.3%	65.6%
9. Tenure requirements	26.7%	40.7%	15.3%	11.4%	5.9%	2.5%	67.4%
10. Promotion requirements	18.8%	45.5%	13.2%	14.5%	7.9%	2.5%	64.4%
11. Quality of students	15.3%	46.3%	14.4%	18.8%	5.1%	0.0%	61.7%
12. Physical working conditions	23.8%	35.2%	10.5%	22.5%	7.9%	0.3%	59.0%
13. Chairman's supervision	35.3%	28.1%	11.0%	15.1%	10.6%	6.0%	63.4%
14. Salary	9.8%	45.1%	10.2%	22.9%	12.1%	0.0%	54.9%
15. Dept. evaluation of work	27.1%	28.4%	17.4%	14.0%	13.0%	4.7%	55.5%
16. Univ. support for teaching	14.0%	32.4%	18.4%	22.2%	13.0%	0.3%	46.3%
17. College evaluation of work	17.6%	27.8%	22.9%	17.3%	14.4%	8.9%	45.4%
18. Univ. evaluation of work	16.7%	26.7%	26.3%	16.7%	13.7%	13.3%	43.3%
19. Dept. support for research	17.0%	25.2%	23.7%	21.1%	13.0%	13.3%	42.2%
20. Univ. support for research	12.5%	22.1%	24.4%	23.6%	17.3%	12.7%	34.7%

Table II

Variable							
1. Derive feelings of achievement from teaching	41.9%	43.5%	8.3%	5.1%	1.3%	0.3%	85.4%
2. Given challenging responsibilities	36.2%	42.9%	11.2%	7.7%	1.9%	0.9%	79.2%
3. Promotions are related to research	31.9%	44.6%	14.1%	7.4%	2.0%	3.2%	76.5%
4. Tenure is related to research	30.6%	44.4%	15.2%	8.1%	1.7%	3.8%	75.2%
5. Derive feelings of achievement from service	36.4%	35.1%	19.8%	6.2%	2.6%	1.6%	71.4%
6. Department chairman appreciates achievements	38.0%	30.8%	15.6%	9.5%	6.1%	5.4%	68.8%
7. Chairman is democratic	34.0%	32.3%	16.0%	8.2%	9.5%	5.4%	66.3%
8. College and university appreciate achievements	21.5%	35.6%	19.2%	13.5%	10.3%	0.9%	57.1%
9. Promotions are awarded fairly	15.9%	36.6%	24.3%	16.5%	6.8%	1.3%	52.4%
10. Tenure is related to teaching	15.7%	36.9%	18.3%	17.6%	11.4%	1.3%	52.6%
11. Promotions are related to teaching	15.7%	36.9%	18.3%	18.0%	11.1%	0.9%	52.6%
12. Derive feelings of achievement from research	20.9%	37.2%	24.7%	15.2%	1.9%	15.5%	58.2%
13. Salaries awarded fairly	14.4%	34.3%	19.6%	22.4%	9.3%	0.6%	48.7%
14. Merit increases are awarded fairly	12.8%	28.7%	27.3%	17.0%	14.2%	7.3%	41.5%

Table III

Variable	Very Satisfied			Moderately Sat.			Neutral			Moderately Dis.			Very Dis.		
	Assist. Prof.	Assoc. Prof.	Professor	Assist. Prof.	Assoc. Prof.	Professor	Assist. Prof.	Assoc. Prof.	Professor	Assist. Prof.	Assoc. Prof.	Professor	Assist. Prof.	Assoc. Prof.	Professor
1. Overall freedom	66.7%	67.3%	65.7%	27.3%	26.4%	29.5%	4.0%	2.7%	1.0%	2.0%	3.6%	2.9%	0.0%	0.0%	1.0%
2. Life apart from work	38.8%	48.2%	42.9%	51.0%	38.2%	46.7%	4.1%	6.4%	3.8%	6.1%	6.4%	5.7%	0.0%	0.9%	1.0%
3. Job	32.3%	40.4%	47.2%	47.5%	45.5%	38.7%	5.1%	4.5%	3.8%	9.1%	7.3%	6.6%	6.1%	2.7%	3.8%
4. Relationship with colleagues	26.8%	40.0%	44.8%	46.4%	33.6%	41.0%	16.5%	10.9%	5.7%	8.2%	11.8%	6.7%	2.1%	3.6%	1.9%
5. Relationship with chairman	43.9%	49.5%	51.1%	27.6%	30.1%	21.1%	11.2%	7.8%	11.1%	9.2%	7.8%	11.1%	8.2%	4.9%	5.6%
6. Teaching load	21.4%	38.5%	40.6%	37.8%	31.2%	36.8%	22.4%	7.3%	8.5%	15.3%	19.3%	12.3%	3.1%	3.7%	1.9%
7. Opportunities for growth	22.3%	30.0%	34.6%	36.2%	41.8%	41.3%	20.2%	8.2%	7.7%	13.8%	15.5%	10.6%	7.4%	4.5%	5.8%
8. Dept. support for teaching	24.5%	31.2%	33.0%	35.7%	34.9%	40.8%	14.3%	11.9%	12.6%	17.3%	15.6%	11.7%	8.2%	6.4%	1.9%
9. Tenure requirements	13.4%	25.0%	41.2%	39.2%	46.3%	36.3%	24.7%	13.0%	8.8%	14.4%	8.3%	11.8%	8.2%	7.4%	2.0%
10. Promotion requirements	7.4%	16.7%	32.0%	42.1%	48.1%	46.0%	18.9%	10.2%	11.0%	20.0%	13.9%	10.0%	11.6%	11.1%	1.0%
11. Quality of students	11.2%	16.5%	18.0%	43.9%	44.0%	51.4%	21.4%	11.9%	10.5%	17.3%	22.0%	16.2%	6.1%	5.5%	3.8%
12. Physical working conditions	21.2%	25.7%	24.5%	27.3%	36.7%	40.6%	13.1%	11.0%	7.5%	27.3%	17.4%	23.6%	11.1%	9.2%	3.8%
13. Chairman's supervision	32.0%	37.5%	36.7%	26.8%	29.8%	26.7%	14.4%	7.7%	11.1%	14.4%	16.3%	14.4%	12.4%	8.7%	11.1%
14. Salary	2.0%	6.4%	20.8%	39.8%	46.4%	49.1%	11.2%	11.8%	6.6%	28.6%	22.7%	17.9%	18.4%	12.7%	5.7%
15. Dept. evaluation of work	21.1%	23.8%	36.7%	23.2%	35.2%	25.5%	22.1%	15.2%	15.3%	18.9%	11.4%	12.2%	14.7%	14.3%	10.2%
16. Univ. support for teaching	9.1%	17.4%	15.1%	25.3%	31.2%	40.6%	27.3%	10.1%	17.9%	23.2%	23.9%	19.8%	15.2%	17.4%	6.6%
17. College evaluation of work	9.2%	17.6%	25.5%	21.8%	31.4%	28.7%	32.2%	21.6%	16.0%	21.8%	13.7%	17.0%	14.9%	15.7%	12.8%
18. Univ. evaluation of work	8.5%	17.0%	24.1%	23.2%	29.0%	26.4%	32.9%	23.0%	24.1%	19.5%	16.0%	14.9%	15.9%	15.0%	10.3%
19. Dept. support for research	11.6%	19.8%	19.4%	27.9%	23.1%	24.7%	26.7%	26.4%	18.3%	17.4%	18.7%	26.9%	16.3%	12.1%	10.8%
20. Univ. support for research	11.8%	13.0%	12.8%	20.9%	25.0%	21.3%	27.1%	18.5%	27.7%	22.4%	25.0%	23.4%	18.8%	18.5%	14.9%

Table IV

Variable	Strongly Agree			Agree			Neutral			Disagree			Strongly Disagree		
	Assist. Prof.	Assoc. Prof.	Professor	Assist. Prof.	Assoc. Prof.	Professor	Assist. Prof.	Assoc. Prof.	Professor	Assist. Prof.	Assoc. Prof.	Professor	Assist. Prof.	Assoc. Prof.	Professor
1. Derive feelings of achievement from teaching	32.3%	45.9%	47.2%	53.5%	42.2%	35.8%	8.1%	8.3%	8.5%	5.1%	3.7%	6.6%	1.0%	0.0%	1.9%
2. Given challenging responsibilities	26.3%	43.5%	38.5%	50.5%	38.0%	41.3%	11.1%	11.1%	10.6%	8.1%	7.4%	7.7%	4.0%	0.0%	1.9%
3. Promotions are related to research	27.1%	31.1%	37.4%	50.0%	42.7%	41.4%	14.6%	16.5%	11.1%	5.2%	8.7%	8.1%	3.1%	1.0%	2.0%
4. Tenure is related to research	26.3%	29.1%	36.4%	45.3%	46.6%	41.4%	18.9%	14.6%	12.1%	8.4%	8.7%	7.1%	1.1%	1.0%	3.0%
5. Derive feelings of achievement from service	30.6%	39.3%	39.2%	30.6%	40.2%	34.3%	24.5%	13.1%	22.5%	10.2%	5.6%	2.9%	4.1%	1.9%	1.0%
6. Department chairman appreciates achievements	29.3%	36.9%	48.9%	34.3%	35.9%	20.7%	24.2%	10.7%	12.0%	6.1%	11.7%	10.9%	6.1%	4.9%	7.6%
7. Chairman is democratic	28.6%	35.9%	38.0%	33.7%	34.0%	28.3%	17.3%	14.6%	16.3%	10.2%	4.9%	9.8%	10.2%	10.7%	7.6%
8. College and university appreciate achievements	10.4%	19.1%	34.3%	31.3%	41.8%	32.4%	30.2%	14.5%	14.3%	16.7%	17.3%	6.7%	11.5%	7.3%	12.4%
9. Promotions fair	9.4%	12.8%	25.0%	22.9%	35.8%	50.0%	34.4%	26.6%	12.5%	22.9%	17.4%	9.6%	10.4%	7.3%	2.9%
10. Tenure is related to teaching	10.3%	16.8%	13.6%	27.8%	41.1%	41.2%	19.6%	16.8%	18.6%	27.8%	12.1%	13.7%	14.4%	13.1%	6.9%
11. Promotions are related to teaching	10.4%	15.7%	23.6%	18.8%	43.5%	47.1%	28.1%	15.7%	11.8%	28.1%	12.0%	14.7%	14.6%	13.0%	5.9%
12. Derive feelings of achievement from research	16.5%	26.7%	19.6%	42.4%	31.4%	38.0%	25.9%	23.3%	25.0%	14.1%	15.1%	16.3%	1.2%	3.5%	1.1%
13. Salaries awarded fairly	9.2%	12.8%	21.2%	24.5%	37.6%	39.4%	23.5%	20.2%	15.4%	31.6%	17.4%	19.2%	11.2%	11.9%	4.8%
14. Merit increases are awarded fairly	6.8%	13.3%	17.9%	18.2%	36.2%	30.5%	37.5%	21.9%	23.2%	18.2%	16.2%	16.8%	19.3%	12.4%	11.6%

Table V: Factor Analysis

Factor I	I	II	III	IV	V	VI	VII	VIII	IX	Communality
Relations with chairman	.91	.02	.07	.03	.06	.07	.05	.02	-.03	.88
Chairman's supervision of dept.	.81	.03	.12	.17	.07	.02	.02	-.00	-.00	.74
Chairman's recognition of achieve.	.80	.01	.15	.19	.17	.08	.03	-.04	-.06	.77
Chairman's authoritarianism	.76	.02	.01	.03	.03	.12	.05	.07	-.00	.62
Freedom given to work	.57	-.00	.22	.07	.18	-.03	.06	.19	.01	.50
Relationship with colleagues	.45	-.13	.12	.19	.12	.10	.05	.02	.06	.48
Factor II										
Years as a college professor	.03	.86	-.02	.04	.06	-.07	.01	-.00	.00	.78
Years worked at present inst.	-.00	.83	-.04	.01	-.06	-.01	-.04	-.09	-.00	.72
Years since last promotion	.02	.72	-.02	.06	.01	.08	-.00	.02	-.05	.70
Age	-.02	.69	-.00	-.09	-.20	-.05	-.27	.05	-.06	.72
Tenure	.01	.61	-.02	-.00	-.11	-.04	.00	-.18	.04	.59
Rank	-.01	.56	.01	-.14	-.01	-.12	.08	-.07	-.01	.73
Factor III										
Dept. support for research	.25	.02	.78	.17	.11	.00	-.12	.07	.06	.79
Univ. support for research	.13	.03	.74	.18	.02	.15	-.03	.21	.10	.75
Univ. support for teaching	.30	-.06	.49	.25	.06	.26	-.09	.12	.04	.60
Teaching load	.17	-.06	.49	.24	.30	.02	-.02	.11	.06	.55
Opportunities for growth	.23	-.11	.46	.06	.41	.15	-.03	.14	.08	.60
Factor IV										
College's evaluation of work	.32	.04	.23	.85	.08	.11	-.01	.14	.03	.95
Univ. evaluation of work	.26	-.00	.31	.80	.10	.16	-.00	.20	-.03	.91
Dept.'s evaluation of work	.52	-.02	.21	.59	.12	.02	.01	.07	-.02	.75
Recognition of achievements	.34	-.00	.26	.42	.23	.26	.06	.12	.07	.63
Factor V										
Feelings of achieve. from teaching	.21	-.03	.02	.01	.72	.04	.00	.04	.08	.61
Feelings of achieve. from service	.10	-.10	.13	.13	.58	.11	-.02	-.00	-.13	.51
Factor VI										
Promotion is related to teaching	.22	-.06	.17	.15	.14	.80	-.06	.16	-.04	.84
Tenure is related to teaching	.16	-.06	.14	.12	.17	.78	-.00	.25	-.12	.80
Factor VII										
Percent time devoted to research	.05	-.06	-.09	.04	-.10	.03	.76	-.07	-.13	.66
Articles in refereed journals	.17	-.02	-.04	-.05	.08	-.06	.52	-.05	.01	.45
Feelings of achieve. from research	-.07	.09	.20	.11	.37	.12	-.52	.14	.11	.58
Factor VIII										
Requirements for promotion	.14	-.08	.23	.20	.07	.24	-.16	.74	.05	.83
Requirements for tenure	.09	-.16	.27	.17	.09	.21	-.13	.68	-.01	.71
Fairness of promotions	.31	-.10	.34	.22	.12	.27	.07	.42	.06	.69
Factor IX										
Tenure is related to research	-.03	-.03	.08	-.01	.02	-.06	-.06	.01	.91	.87
Promotion is related to research	.00	-.01	.10	-.01	.02	-.04	-.10	.02	.80	.72
Eigenvale	12.16	4.13	3.12	2.18	1.82	1.61	1.45	1.20	1.03	
% of variance	35.3	12.0	9.1	6.3	5.3	4.7	4.2	3.5	3.0 %	
Cumulative % of variance	35.3	47.3	56.4	62.8	68.1	72.8	77.0	80.5	83.5 %	

Appendix A

Job Satisfaction Survey

Section I. Please circle the response which best describes your satisfaction with the following issues.

Very Satisfied	Moderately Satisfied	Neutral	Moderately Dissatisfied	Very Dissatisfied	Not Applicable
A.	B.	C.	D.	E.	F.

1. How satisfied are you with your job?
   A. B. C. D. E. F.
2. How satisfied are you with your everyday life, apart from work?
   A. B. C. D. E. F.
3. How satisfied are you with your salary?
   A. B. C. D. E. F.
4. How satisfied are you with your teaching load?
   A. B. C. D. E. F.
5. How satisfied are you with the quality of the students enrolled in your classes?
   A. B. C. D. E. F.
6. How satisfied are you with your relationship with your colleagues?
   A. B. C. D. E. F.
7. How satisfied are you with the support your department provides for your teaching?
   A. B. C. D. E. F.
8. How satisfied are you with the support your university provides for your teaching?
   A. B. C. D. E. F.
9. How satisfied are you with the support your department provides for your research?
   A. B. C. D. E. F.
10. How satisfied are you with the support your university provides for your research?
    A. B. C. D. E. F.
11. How satisfied are you with the way in which your work is evaluated by your department at the end of each year?
    A. B. C. D. E. F.
12. How satisfied are you with the way in which your work is evaluated by your college at the end of each year?
    A. B. C. D. E. F.
13. How satisfied are you with the way in which your work is evaluated by your university at the end of each year?
    A. B. C. D. E. F.
14. How satisfied are you with the way your chairman supervises your department?
    A. B. C. D. E. F.
15. How satisfied are you with your relationship with your department chairman?
    A. B. C. D. E. F.
16. How satisfied are you with the overall freedom you are given to do your work?
    A. B. C. D. E. F.
17. How satisfied are you with your institution's requirements for tenure?
    A. B. C. D. E. F.
18. How satisfied are you with your institution's requirements for promotion?
    A. B. C. D. E. F.
19. How satisfied are you with your department's physical working conditions?
    A. B. C. D. E. F.
20. How satisfied are your with your opportunities for professional growth and development?
    A. B. C. D. E. F.

Section II. Please circle the response which best expresses your agreement or disagreement with the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
	A.	B.	C.	D.	E.	F.
1. I am assigned challenging responsibilities.	A.	B.	C.	D.	E.	F.
2. I have a real feeling of achievement from my teaching.	A.	B.	C.	D.	E.	F.
3. I have a real feeling of achievement from my research.	A.	B.	C.	D.	E.	F.
4. I have a real feeling of achievement from my service.	A.	B.	C.	D.	E.	F.
5. My department chairman appreciates and recognizes my achievements.	A.	B.	C.	D.	E.	F.
6. My college and university administrators appreciate and recognize my achievements.	A.	B.	C.	D.	E.	F.
7. Salaries and other benefits here are distributed fairly	A.	B.	C.	D.	E.	F.
8. Promotions here are awarded fairly.	A.	B.	C.	D.	E.	F.
9. Tenure is related to teaching at this institution.	A.	B.	C.	D.	E.	F.
10. Tenure is related to research at this institution.	A.	B.	C.	D.	E.	F.
11. Promotions are related to teaching at this institution.	A.	B.	C.	D.	E.	F.
12. Promotions are related to research at this institution.	A.	B.	C.	D.	E.	F.
13. My chairman is democratic as opposed to autocratic.	A.	B.	C.	D.	E.	F.
14. This institution awards special merit increases in a fair and equitable manner.	A.	B.	C.	D.	E.	F.

Section III. We would appreciate your help in supplying us with the following additional information.

1. What is your sex? A. Male B. Female

2. What is your race?_____

3. What is your age?_____

4. What is your highest academic degree?
   A. B.A./B.S./B.J. B. M.A./M.S./M.J. C. Ph.D. D. Other_____

5. Do you have tenure? A. Yes B. No

6. What is your academic rank?
   A. Assistant B. Associate C. Full Professor D. Other_____

7. How many classes do you teach during a typical term?_____

8. Approximately what percentage of your time is devoted to research?_____

9. Approximately what percentage of your time is devoted to administrative duties?_____

10. About how many hours do you work during a typical week?_____

11. About how many students are enrolled in your department?_____

12. What is the highest academic degree offered by your department?
A. B.A. B. M.A. C. Ph.D. Other_____

13. How many years of professional media experience do you have?_____

14. How many years have you worked as a college professor?_____

15. How many years have you worked at your current institution?_____

16. About how many years have passed since your last academic promotion?_____

17. How many professional organizations do you belong to?_____

18. In how many of those professional organizations do you now hold some office?_____

19. How many articles have you published during the last five years?_____

20. How many of those articles have been published in national referreed journals, such as Journalism Quarterly?_____

21. What is your primary career goal?
A. Teaching B. Research C. Administration D. Other_____

22. Do you think university professors should be given merit increases for outstanding work? A. Yes B. No

23. Does your institution give faculty members merit increases for outstanding work?
A. Yes B. No

24. During the past five years, how many merit increases have you received?_____

25. What is the single major area in which you teach (history, law, photography, etc.)?
_____

26. What is your current nine-month salary?

A. Less than $9,999	F. $30,000 to $34,999
B. $10,000 to $14,999	G. $35,000 to $39,999
C. $15,000 to $19,999	H. $40,000 to $44,999
D. $20,000 to $24,999	I. $45,000 to $49,999
E. $25,000 to $29,999	J. $50,000 or more

Your help is greatly appreciated. Please return this questionnaire to Fred Fedler, Department of Communication, University of Central Florida, Orlando, Fla. 32816.

Footnotes

[1]Charles N. Weaver, "Job Satisfaction in the United States in the 1970s," Journal of Applied Psychology, 65:364-367 (No. 3, 1980).

[2]Ibid., p. 365.

[3]Ibid., p. 366.

[4]Marvin D. Dunnette, John P. Campbell, and Milton D. Hakel, "Factors Contributing to Job Satisfaction and Job Dissatisfaction in Six Occupational Groups," Organizational Behavior And Human Performance, 2:145 (1967).

[5]Ibid., p. 159.

[6]Ibid., p. 169.

[7]Norval D. Glenn, Patricia A. Taylor, and Charles N. Weaver, "Age and Job Satisfaction Among Males and Females: A Multivariate, Multisurvey Study," Journal of Applied Psychology, 62:192 (No. 2, 1977).

[8]Ibid., p. 190.

[9]Charles L. Hulin, "Job Satisfaction And Turnover In A Female Clerical Population," Journal of Applied Psychology, 50:282 (No. 4, 1966).

[10]Charles L. Hulin, "Effects Of Changes In Job-Satisfaction Levels On Employee Turnover," Journal of Applied Psychology, 52:123 (No. 2, 1968).

[11]Harold C. Shaver, "Job Satisfaction and Dissatisfaction Among Journalism Graduates," Journalism Quarterly, 55:54-62 (Spring 1978).

[12]C. Edward Wilson, "Why Canadian Newsmen Leave Their Papers," Journalism Quarterly, 43:770 (Winter 1966).

[13]Neil V. McNeil, "The Washington Correspondents: Why Do Some 'Drop Out'?" Journalism Quarterly, 43:259 (Summer 1966).

[14]Richard R. Cole and Thomas A. Bowers, "Research Article Productivity of U.S. Journalism Faculties," Journalism Quarterly, 50:249 (Summer 1973).

[15]Norman H. Nie, et al., Statistical Package for the Social Sciences (New York: McGraw-Hill, 1975), p. 480.

[16]James R. Smith and Roger K. Blashfield, "Reporting Factor Analyses in Mass Media Research: A Review of Methods," Journal of Broadcasting, 21:187-198 (Spring 1977).